

**FAMILY HEALTH NURSING CARE I**  
**NURS 3423 Spring 2020**

*Location: Centennial Hall 340 Monday 1300-1550*

(Please Note: This is the official course syllabus for student use this semester; therefore, students enrolled in this course will be held accountable for all contents which follow.)

<b>Course Faculty</b>	<b>Office Location</b>	<b>Contact Information</b>	<b>Email Address</b>
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**Course Description and Goals**

Welcome to Family Health Nursing Care II! This will be a didactic and clinical course that involves application of theories and concepts across the span of adult life to include specific medical-surgical conditions. Emphasis will be placed on integrating previously learned cognitive, psychomotor, and affective knowledge in the care of the individual client, her or his family, as well as groups and communities (IFGC) through application of the nursing process.

**Prerequisites**

NURS 3243/3242 (Basic Nursing), NURS 3313 (Pharmacology)

**Credit Hours**

Successful completion of both courses awards five (5) credit hours – NURS 3423 is comprised of three (3) lecture hours per week and NURS 3422 requires six (6) clinical hours per week to earn two (2) credit hours.

**Placement**

Second semester of junior year (BSN)

**Learning Experiences**

Lecture, discussion, audiovisual aids, assigned readings, and clinical experiences.

**Student Learning Outcome**

Student will administer medications using techniques that ensure patient safety. [Assessment method: 90% of the Math for Nurses questions included on exams in NURS 3423/3422 Family Health Nursing Care I will have a level of difficulty of at least 0.8 (80% correct).]

**AACN Essentials**

For further information regarding the American Association of Colleges of Nursing (AACN) Essentials identified for each course objective, refer to the BSN Student Handbook.

**DEC Competencies**

In the Differentiated Essential Competencies (DECs) noted below, the following designations apply: I: Member of Profession; II: Provider of Patient-Centered Care; III: Patient Safety Advocate; and IV: Member of the Health Care Team. For further information regarding the competencies identified for each course objective, refer to the BSN Handbook.

**Course Objectives**

Upon Completion of this course the student will be able to:

Course Objectives	AACN Essentials	DEC Competencies
1. Apply professional knowledge and theories to the nursing care of persons and families throughout the lifespan.	I, IV, V, VII	I: A, B II: A, B, C, D, E, F, G III: A, B, C, D IV: A, B, C, D, E
2. Integrate effective communication, research, and teaching-learning principles in providing care for persons and their families.	I, IV, V, VI, VII, VIII	I: A, B II: A, B, C, D, E, F, G III: A, B, D IV: A, B, C, D, E
3. Utilize the nursing process in a systematic manner in the care of IFGC.	II, III	I: A, B II: A, B, C, D, E, F, G III: A, B, C IV: A, B, C
4. Utilize nursing knowledge when implementing affective, cognitive, and psychomotor nursing skills.	III	I: A, B II: A, B, C III: A IV: E
5. Relate knowledge of higher education concepts in health to identify nursing interventions.	III	II: A, B, C III: A

6. Demonstrate professional accountability in providing holistic care in a variety of settings.	VIII	I: A, B II: A, B, C III: A, B, C, D IV: A, B, E
7. Implement nursing interventions with individuals and their families who present for nursing care.	VII	I: A, B II: D, E III: A, B, D
8. Examine the legal and ethical issues related to care of individuals and their families in a variety of settings.	VI, VIII	I: A, B II: E III: A, D IV: B
9. Discuss the evolution of social, cultural, and historical aspects of health care and their influences on family health in nursing.	I, VI, VIII	II: B, C, E III: A IV: B

### **Grading Scale**

Letter Grade	Numerical Grade
A	90-100
B	80-89
C	74-79
D	65-73
F	≤ 64

### **Required Textbooks**

Exam Soft requires loading Exemplify for taking course exams (Exam Soft must be purchased on-line at the start of every semester). See Exam Soft tab on D2L for hyperlink.

Hinkle, J. L. & Cheever, K. H. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, 14<sup>th</sup> ed. Philadelphia, PA: Lippincott Williams & Wilkins.

CoursePoint+ class code is **9CA31E8E**

**Purchase Website:** [Lippincott Purchase Website](#)

Laptop computer which meets Wilson SON system requirements (refer to handout entitled "Technology Requirements" on course D2L site, Course Content section, Exam Soft tab) for computer testing. Must have battery use for at least 1.5 hours when testing (extra charged battery; portable battery charger; etc). Suggest power cord and extension cords/power strips, but please understand that electrical outlets in the classroom are scarce.

Nursing Central e-references. Students will purchase “forever” access to Nursing Central e-references directly from the company after an email message is received from that company. All clinical research should be done using these e-references.

Pharmacology text used in Pharmacology course.

Taylor Fundamentals textbook used in Basic Nursing course.

MSU and BSN Student Handbooks: Students are responsible for reading, understanding, and complying with the policies stated in these publications. The BSN Student Handbook may be found at: [MSU BSN Handbook](#)

### **Evaluation Methods**

The final course grades will be calculated in the following manner:

Theory Evaluation <sup>1</sup>	Content	Weight
Exam: Unit I	Musculoskeletal Disorders	15%
Exam: Unit II	Endocrine Function/Dysfunction	15%
Exam: Unit III	Fluid Regulation & GU Elimination	15%
Exam: Unit IV	Digestion and GI Elimination	15%
Final Exam	Comprehensive	15%
Clinical Documentation	DocuCare Grades #2, 3, & 4	15%
Assignments & Quizzes	Comprehensive	5%
vSims	Comprehensive	5%
Total		100%

### **There will be NO rounding up of any grades!**

<sup>1</sup>Students must score at least a 74% average on the five exams by the end of the course. If students score less than a 74% average on the five course exams, the actual exam average earned will be the final course grade at the end of the semester.

Students will be held responsible for lecture/discussion content, all assigned readings, and audiovisual materials on written exams. When the lecture material is more current than the textbook, lecture material takes precedence.

### **Exams**

A total of 80 minutes will be provided to complete each unit exam on the laptop computer/iPad.

Each unit exam will be comprised of 45 multiple choice questions and five fill-in-the-blank Math for Nurses/dosage calculation problems. Each exam will be worth a total of 100 points.

As well, during final’s week, a two-hour timeframe will be provided for the comprehensive final exam consisting of multiple choice questions from each unit of instruction, plus dosage calculation problems, which will be worth 100 points.

All exams will be administered using Exam Soft and Exemplify on students’ personal laptop computers. Exam Soft will provide students with user IDs, initial passwords, and instructions on how

to load Exemplify. Students must maintain ready access to user IDs and passwords on exam days. If these access codes are not available for use, the student runs the risk of not taking an exam and earning the grade of "0."

The Wilson SON policy now recommends that students making a grade of less than 74% on a unit exam to meet with the course faculty for exam review/remediation strategies at least one week prior to the next scheduled exam.

### **Math for Nurses (Dosage Calculation Competency)**

During each exam administration, five medication dosage calculation problems will be included and will be monitored by course faculty. Students who miss more than one dosage calculation problem on each exam (less than 80% correct) will be remediated regarding dosage calculation skills.

### **DocuCare**

Once a clinical experience is completed, the post-clinical DocuCare documentation is due by one week from the end of the assigned shift.

The DocuCare grades for the second, third, and fourth clinical experiences account for 15% of the final course grade. See grading rubric on D2L for further information.

### **Top Hat**

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview ([TopHat Overview](#)) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: Unique Course URL

Note: our Course Join Code is **438386**

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491.

### **Additional Course Requirements**

1. Students must complete all the components of the course to pass.
3. Classroom and clinical performances (on campus, in the Simulation Center and/or during inpatient clinical experiences) will be evaluated. Students are expected to pass both clinical and classroom components of the course. Failure in either one will constitute failure in the course.
4. Students are expected to be compliant with current CPR certification, immunizations, TB testing, health and liability insurance, drug screening, and criminal background checks throughout the semester. Students may contact Cathy Healey (940) 397-2802 or email her at

cathy.healey@msutexas.edu to ask questions about compliance of these Texas Board of Nursing (BON) requirements. TB testing needs to be repeated every 12 months. To attend clinical experiences, each student MUST comply with each of these requirements.

5. If a student is to be absent from an exam, he/she must notify the course instructor at least two hours prior to the exam. Failure to comply with this policy will result in a "0" for the exam. Make-up exams may be constructed differently from the unit test. Make-up exams will be administered as scheduled at the discretion of the course coordinator.
6. During computer testing, a drop-down calculator is available for use if calculations are required. The use of programmable calculators, statistical calculators and calculators stored on personal data assistant devices or cell phones are NOT allowed. Cell phones and smart watches or other similar devices MUST be turned OFF and maintained away from the student/testing area during exams. In addition, sharing a calculator or password sheets or any other material with another student is NOT allowed.
7. Students will be held accountable for all communications sent by faculty via the course's Desire 2 Learn (D2L) web site; therefore, you will be expected to check the site for announcements, assignments, messages, etc. DAILY. Faculty asks that instead of using email, we prefer the students use the discussion board or clinical group sites to make a specific request, ask for content clarification, to discuss clinical dates, etc.
8. Students are expected to come to class dressed in an appropriate manner which reflects professionalism.
9. Faculty reserves the right to make changes to this syllabus at any time.

### **Failure Policy**

The faculty reserves the right to recommend, to the BSN Program Chair and College Dean, withdrawal of a student from the nursing program for health, legal, or academic reasons, particularly if patient care is jeopardized. In addition, the student must perform within the American Nurses Association (ANA) standards of practice and code of ethics.

If student performance falls below acceptable standards of practice, then the student will NOT successfully complete the clinical component of this course. Certain aspects of these standards directly relate to safety in patient care and professionalism in practice. If student performance drops below the standard in these two areas, then the possibility of successful completion of the clinical component of the course is unlikely. The faculty recognizes that the issues of patient safety and professional standards cannot be compromised; therefore, any student who does not meet these standards will immediately receive a failing clinical evaluation. The severity of these infractions warrants immediate failure of the clinical component of this course. The ANA standards or practice and code of ethics are posted in the BSN Student Handbook.

### **Disruptive Behaviors**

Behaviors that detract from the learning process will NOT be tolerated. Electronic devices including cell phones and computers are to be muted during all class sessions and pre-clinical/clinical experiences so that others will not be disturbed. During administration of exams and any type of exam review, cell phones and smart watches or any other similar device MUST be turned OFF and maintained AWAY from the testing location. Disruptions occurring from students entering or leaving the classroom during class time are to be avoided. Children are not to be brought to class.

### **Cheating Policy**

The BSN Program does not condone cheating in any form and considers it as a serious offense. Cheating is defined by the faculty to include dishonesty on examinations and plagiarism. Plagiarism is further defined as "the act of using source materials of other persons (either published or unpublished) without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given." (MSU Student Handbook, Standards of Conduct, Item 10.) Offending material that may constitute plagiarism includes, but is not limited to, the following: Bibliography cards, formal papers, book reports, written nursing care plans, etc.

For further information regarding cheating and any subsequent actions to be taken, please refer to the policy statement in the BSN Student Handbook.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, and for educational purposes.

### **MIDWESTERN STATE UNIVERSITY STUDENT HONOR CREED**

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else to do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own work, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate

### **Disability Support Services (DSS)**

Midwestern State University does not discriminate on the basis of an individual's disability and complies with section 504 and the Americans with Disabilities Act in its admissions, accessibility, and employment of individuals in programs and activities.

MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by the law, who are otherwise qualified to meet academic employment requirements. Students with a disability must be registered with Disability Support Services (DSS) before classroom accommodations can be provided. For assistance, call the campus Disability Support Services office at (940) 397-4140.

It is the student's responsibility to declare any disabilities. After declaration with the DSS, preferably at the beginning of each semester, the student needs to contact their individual instructor to determine any reasonable accommodations that may be required.

### **Campus Carry Statement**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <https://mwsu.edu/campus-carry/rules-policies>.

### **MSU Writing Center**

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager! Tutoring is available Monday through Thursday from 9 a.m. to 4 p.m.; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 p.m. to 9 p.m. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

### **Research and Creative Activity Opportunities at MSU**

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6275 or by sending a message to [eureca@mwsu.edu](mailto:eureca@mwsu.edu) or better yet, stop by the UGR office located in the atrium of the Clark Student Center, room 161. Information and resources are available at [www.mwsu.edu/eureca](http://www.mwsu.edu/eureca).

### **Council on Undergraduate Research (CUR)**

To support undergraduate research and creative activities, Midwestern State University holds an enhanced institutional membership with the Council on Undergraduate Research (CUR). This institutional membership includes unlimited memberships for any interested faculty, staff, and students. Students may find information on benefits and resources at [www.cur.org/resources/for\\_students](http://www.cur.org/resources/for_students) and may sign up at [members.cur.org/members\\_online/members/newmember.asp](http://members.cur.org/members_online/members/newmember.asp).

The CUR Undergraduate Resources Webpage contains:

- Research Opportunities;
- Presentation Opportunities;
- Undergraduate Research Journals;
- CUR-Sponsored Student Events;
- The Registry of Undergraduate Researchers;
- And more!



## **NURS 3422 Family Health Nursing I Clinical Requirements**

### **Clinical Experiences**

This course includes a total of 90 clinical hours. Students are required to satisfactorily complete 90 clinical hours to successfully complete the clinical component of Family Health Nursing I. Absences will be made up by the student.

### **Clinical Absences**

Students are expected to attend/complete all clinical experiences. Clinical instructors need the information obtained during clinical experiences to appropriately evaluate student performance in the clinical component of this course.

### **Clinical expectations include the following**

Professional behavior is a requirement of the clinical component of this course. Students are expected to demonstrate professionalism during all clinical interactions. If a student is disrespectful or unprepared for a clinical experience, the student will be sent home and receive an absence for that experience, which must be made up by doing a hospital clinical experience.

Students are to complete a pre-clinical assignment prior to attending each of the four simulation experiences. Students will receive four hours of clinical time for completing this requirement. *Failure to complete these assignments prior to attending the experience will result in the student being sent home and being considered absent from the experience.*

Students complete 12 hours (four 3-hour sessions) of clinical experiences in the Simulation Center. *Tardiness to a simulation experience will result in the student being sent home and receiving an absence for the experience.* Students must contact the simulation center at (940) 397-7467 (faculty recommend that you place this number in your cell phone directory) to make scheduling changes if they can be accommodated.

URHCS requires students to review their Journey to Excellence Power Point presentation before taking a competency test over it as a part of Clinical Orientation. Students **MUST** pass this multiple-choice exam before they will be permitted to attend the first clinical experience. If a passing grade is not achieved, remediation will be required between the student and URHCS

Students are responsible for completing face-to-face clinical orientations for the hospital. Students complete a total of five and a half clinical hours by attending these initial orientations.

The date, time, and location of the hospital orientation will be on **Thursday, January 23, 2020 from 0800-1200 hrs** at URHCS 2<sup>nd</sup> floor Wichita Rooms.

Students complete 48 hours of clinical experiences in URHCS patient care areas as assigned by the course coordinator. Students **MUST** comply with hospital policies as instructed during clinical orientation (\*parking, use of dining rooms, #building access, identification, computer training/usage, etc.) Tardiness of more than 15 minutes, for the experience, will result in the student being sent home and receiving an absence. ALL patient care experiences, including make-up clinical time, must be completed by **Sunday, 3 May, 2020 at 1900 hrs.**

\*Student vehicles **MUST** be parked only in the designated student parking lots provided by URHCS. Students may never park in any other lot owned or leased by United Regional. If students are found

parking in lots, other than the designated student parking lots, their vehicles will be towed, without notice, a citation will be issued, and other disciplinary action may follow. Students may call URHCS Security at (940) 764-8357 for a security escort during hours of darkness, or whenever needed. The Wilson School of Nursing secretary will distribute parking passes to students before clinical rotations begin. These parking passes must be displayed from your vehicle's rear-view mirror whenever you are at URHCS facilities and parking passes MUST be turned back in at the end of the semester when instructed.

#Before beginning clinical experiences, each student will report to URHCS Human Resources Department (Bethania Building) to be issued a URHCS hospital ID badge, along with a white access/proximity card, for use during the semester. If this white access card fails to open parking lot gates, or building doors, please contact URHCS Human Resources at (940) 764-7820. If the access/proximity card is lost or damaged, the student must notify hospital security and Human Resources immediately to protect the security of the hospital. The Wilson School of Nursing (WSON) secretary must also be notified promptly. At the end of the program, students will be required to turn this white access badge back in to the WSON secretary, or pay a fee (\$20) to replace it.

Students may NOT attend hospital clinical experiences until the preceptor agreement is signed, the preceptor's RN license is verified and on record with the course coordinator or other designated nursing program staff. Students may NOT be assigned to LVNs for precepted experiences. If that happens, the student must contact his/her clinical instructor immediately!

Students are expected to complete the Patient Care Documentation Form via DocuCare for each hospital experience. Some of the data on this form will be collected during clinical experiences, but research to give collected data meaning will be completed as homework after the conclusion of the experience. This completed form will be turned in to the student's clinical instructor within one week after each clinical experience. Failure to submit clinical work by the due dates, as instructed by the clinical instructor, will result in a clinical infraction. An evaluation by your clinical instructor will take place during the first week of March (mid-term) and again, after the student's fourth clinical experience has been completed (end of semester). At these times, clinical work will be reviewed by clinical faculty and students will receive a written mid-term and final clinical evaluation by his/her clinical faculty.

Students will take their Clinical Competency Skills Checklist with them to every acute care clinical experience. This checklist will be reviewed with their assigned nurse preceptor(s) and skills will be documented and dated and initialed off by nurse preceptor(s) when procedural skills are demonstrated safely/accurately by the students. Students must accomplish every skill at the junior 2 level on this checklist during clinical experiences this semester to satisfactorily pass clinicals!

Students are NOT allowed to attend clinical experiences during class times or during night shifts before class days, unless approved by course faculty.

Students will be assigned to clinical experiences by the course coordinator. Schedule changes must be coordinated with the course coordinator and clinical faculty. Please do not take it upon yourself to make scheduling changes on your own because your faculty must be accountable for knowing who, when, where, and why each student is in the hospital at any given time. All clinical experiences, including make-up clinical time, must be completed by Sunday, May 3, 2020 at 1900 hrs. The clinical instructor, or other designated faculty, will be readily available to the student and the preceptor during the times the student is participating in a clinical experience. Therefore, any clinical experience completed without the knowledge and written approval of the clinical instructor will not be included in

the calculation of achieved clinical hours.

Hours of absenteeism will be rescheduled, as available, or will be done as patient care experiences as assigned by the clinical instructor and/or course coordinator.

### **Clinical Documentation Requirements**

- Four preclinical assignments completed prior to the simulation experience for each assignment. These worksheets are provided on the portal.
- Any additional written assignments required of the student to evaluate progression in the clinical component of this course (assigned worksheets, medication calculation quizzes, etc.).
- Clinical evaluation tool completed and signed by the preceptor at the conclusion of ***each*** clinical experience.
- Student evaluation of the preceptor to be completed at the end of the clinical rotations (Only one of these forms, for each assigned preceptor, is required for the semester.)

**Clinical Dress Code** (IAW current BSN Student Handbook):

### **Clinical Uniform**

- School uniform of matching maroon pants or skirt and maroon tunic top is the required uniform.
- Undershirts, if worn should be plain and white, black, gray, or maroon that matches the uniform.
- Pants cannot touch the floor and must be hemmed properly. Pants cannot have a cuffed hem.
- When sitting down, bending over or squatting down, or raising arms there can be no gap at the waist between the uniform pant and the top showing skin or underwear.
- No cleavage can be showing.
- Uniform must be well-laundered, without wrinkles, beyond what occurs during typical wear, and fit appropriately.
- Skirts must be knee length or longer, but may not touch the floor, must be properly hemmed and allow for ease of movement.
- Clean and closed toe and heel shoes that are black, gray, white, or maroon that matches the uniform are to be worn.
- Socks and hosiery must match either skin color, uniform or shoes.
- Proper MSU identification (MSU or approved clinical agency name tag and MSU patch). The MSU patch is obtainable at the bookstore and is to be sewn on left sleeve, centered and 1" from shoulder seam.
- MSU nametag must contain the name of the university, name of the student, designation of student, and a photograph of the student. The nametag is obtained through Card Services at the Clark Student Center.
- If a student desires a cover, he/she may wear a matching maroon scrub jacket with the appropriate name tag and MSU patch sewn on left sleeve, centered and 1" from shoulder seam.
- Hair must be self-contained and unadorned and must be a natural hair color. Any containing articles such as head wraps, barrettes, bands, or clips must be plain (no jewels, adornments, patterns, or logos) and same color as hair, or white, black, gray, silver, gold, or maroon that matches the uniform.
- Hair may not fall forward past shoulder/neck area or fall over eyes when leaning over at the waist.
- Sideburns, beards, and mustaches must be clean and neatly trimmed.
- Hats or caps are not allowed.
- Short natural and clean fingernails are required. Nail enhancements are not allowed to include

polish, dips, tips, overlays, acrylics, or gels. Tips of nails may not be seen when looking at the hands from the palm side up.

- Hygiene must include being clean without fragrances or strong odors.
- No jewelry other than a plain wedding ring (band) and a watch with an analog second hand are allowed.
- Visible body piercings may not contain any jewelry, gauges or spacers.
- If a clinical requires “professional dress” other than the Nursing Uniform, the student will be asked to wear a maroon polo shirt and pants or a skirt that is black, gray, khaki, or maroon that matches the maroon polo shirt with the appropriate name tag.
- Clinical agencies retain the right to refuse access to any student whose appearance is deemed inappropriate. For this reason, visible tattoos should not contain symbols, drawings or wording likely to be deemed offensive.
- The nursing uniform may not be worn when working outside of clinical experiences.

### **Clinical Objectives**

1. Use the nursing process to provide optimum care for patients with a focus on the concepts of alterations in mobility and musculoskeletal disorders, endocrine production and associated disorders, fluid regulation and urinary elimination, and digestion and gastrointestinal elimination.
  - a. Collect comprehensive data on each assigned patient.
  - b. Interpret data in a meaningful way.
  - c. Establish meaningful and measurable goals.
  - d. Implement all nursing activities in a safe and therapeutic manner.
  - e. Evaluate nursing actions and modify the plan of care as needed.
2. Correctly and safely prepare and administer medications by oral and subcutaneous routes.
  - a. Correctly calculate medication dosages.
  - b. Correctly administer oral medications.
  - c. Correctly perform subcutaneous injections.
  - d. Correctly calculate drip rates and monitor all intravenous solutions.
  - e. Consistently use the six rights of medication administration and assess for medication allergies.
  - f. Accurately document medication administration.
  - g. Demonstrate knowledge of medication; therapeutic and non-therapeutic effects.
3. Effectively communicate. Document findings accurately in the medical record using appropriate terminology.
4. Display a professional attitude, appearance and behavior at all times.
  - a. Accept constructive feedback in a positive manner.
  - b. Actively seek individual learning opportunities.
  - c. Comply with the MSU-approved dress codes.
5. Describe the role of the professional nurse in each assigned setting and his/her ability to contribute to optimal patient outcomes.

### **Tips to remember**

1. Administer medications and perform procedures ONLY under the direct supervision of the clinical instructor, preceptor, or designated staff RN.
2. If any condition of the clinical experience changes or it is necessary for you to leave the premises of the clinical experience, you MUST contact the clinical instructor and/or course coordinator.

3. Be specific when discussing with the staff nurse the patient care activities you will perform during your shift.
4. NEVER disconnect or adjust any piece of equipment unless instructed to do so by your clinical instructor, preceptor or staff nurse.
5. You may assist nurses with their nursing care; however, your assigned patient(s) should be your first priority.
6. As a student, you will NOT be allowed to initiate blood transfusions, administer chemotherapy, manipulate (unlock) pain control pumps, or perform blood glucose. You are encouraged to observe these procedures and monitor patient responses.
7. Prior to administering any medication you are to know the action, safe dosages, and appropriateness of the drug for this particular patient, therapeutic and side effects, interaction effects and nursing considerations. Do NOT administer a drug if you are unfamiliar with these aspects of the drug. Do NOT administer any medication unless a licensed RN is with you at the patient's bedside.
8. NEVER give a medication prepared for administration by another nurse.

### **Clinical Evaluation**

The organizing framework for clinical evaluation is the DEC competencies and represents the clinical objectives to be accomplished during the semester. A sample of the clinical evaluation tool which will be used in this course is located at the end of this syllabus. Individual clinical instructors' comments stated on this evaluation form will be determined by utilizing various data collection tools during clinical components of the course including:

Observation of clinical performance  
 Review of student care documentation  
 Oral reports/presentations  
 Medication calculations/exercises/tests  
 Any additional assignments required by clinical instructor  
 Preceptor feedback/evaluations of students, whether verbal or written

### **Infractions constituting a clinical failure (Extracted from current BSN Student Handbook):**

**STUDENTS ARE NOT TO ADMINISTER MEDICATIONS UNLESS DIRECTLY SUPERVISED BY A FACULTY MEMBER OR NURSE PRECEPTOR**

Failure of the clinical component of the course occurs when the student receives an unsatisfactory rating in any area of the evaluation tool or does not complete 90 hours of clinical. Absences will be rescheduled at the discretion of the course coordinator.

Certain behaviors result in an unsatisfactory rating in the professional behavior section of the evaluation rubric.

### **Three incidents of infractions to the standard of professional behavior to include but not limited to:**

Arriving to a clinical experience without completing the pre-clinical assignment even if allowed to stay

in the clinical

Not conforming to the dress code even if allowed to stay in the clinical

Not bringing appropriate supplies to the clinical experience even if allowed to stay in the clinical

Unprofessional/inappropriate language or gestures

Unprofessional/inappropriate behavior such as disrespectful behavior, chewing gum, using tobacco products in non-smoking areas, disruptive behavior, or failure to comply with a written or verbal instruction including reminders to update immunizations and other clinical requirements

Arriving late to any clinical site even if allowed to stay in the clinical

Non-compliance with the policy to notify the instructor and the agency of a clinical absence prior to the absence or as soon as possible if immediate notification is not possible

Non-compliance with the policy to receive written prior approval before attending the clinical and/or the policy to notify the clinical instructor of absences prior to attending the clinical or as soon as the student realizes he/she must leave the clinical experience.

Leaving the premises without permission from the clinical instructor

Failure to complete assignments by the due dates

Failure to return from meals or breaks at the assigned time

Falsification, omissions, and/or lying about a non-patient care situation

Use of a cell phone or other electronic devices in the clinical area unless given permission by the clinical instructor

Two incidents of infractions to the standard of professional behavior to include but not limited to:

Disregarding patient confidentiality without malice or intent to disclose

Patient negligence that does not result in patient injury

An error in care that does not harm a patient

Cheating, collusion, plagiarism, or stealing. Cheating/collusion/plagiarism – cheating means intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; collusion means the unauthorized collaboration with another person in preparing work offered for credit; plagiarism means intentionally representing the words or ideas of another as one's own in any academic exercise.

Committing two infractions from the list above as well as one in this list

Infractions to the standard of professional behavior that results in immediate failure of the clinical component of the course to include by not limited to:

Administering medications without the direct supervision of a faculty member or preceptor

Failing to check two patient identifiers prior to administering medications.

Testing positive for illicit drugs or alcohol

An error in care or patient negligence that harms a patient

Falsification, omissions, and/or lying about a patient care situation

Intentionally revealing confidential information

Placing self, staff or patient at risk of harm due to abandonment of duties and/or sleeping during clinical experiences

Performing in an unsafe manner.

Failure to report a patient care error or incident.

Physical or verbal abuse of patients, patient's family members, faculty or staff

## **Unit I: Concepts and Theories Concerning Alterations in the Musculoskeletal System**

### **Objectives:**

- Recognize changes in musculoskeletal function across the adult life span.
- Utilize the nursing process in caring for adults experiencing alterations of musculoskeletal function.
- Utilize teaching-learning theories in assisting adults to achieve optimal health in regards to the concepts of musculoskeletal functions.
- Apply critical thinking skills in utilizing musculoskeletal research findings.
- Demonstrate professional accountability in providing holistic care to persons with musculoskeletal concerns in a variety of settings.
- Implement appropriate nursing interventions for adults with bone, joint & muscle disorders.
- Examine the legal and ethical issues relating to care of adults with alterations in musculoskeletal function.
- Discuss social, cultural, economic, psychological, spiritual & historical aspects of caring for adults with musculoskeletal disorders/impairment.
- Analyze the individual's health status in regards to diagnostic findings, prescribed treatment effects and pathophysiological processes.
- Demonstrate knowledge of the pathophysiological processes associated with alterations in musculoskeletal function.

### **Clinical Objectives:**

- Demonstrate knowledge of the physiological principles involved in restoration of musculoskeletal functions.
- Correlate laboratory findings with clinical symptomatology and treatment modalities.
- Implement nursing interventions that lessen the effects of impaired musculoskeletal functions.
- Recognize manifestations of impaired musculoskeletal functions.
- Apply the nursing process to the adult experiencing musculoskeletal disorders.
- Demonstrate effective interpersonal communications in assisting individuals & their families to understand their plan of care.

## **Unit II: Concepts and Theories Concerning Alterations in Metabolism (Endocrine Functioning; Endocrine Disorders including Diabetes Mellitus)**

### **Objectives:**

- Recognize normal and abnormal endocrine functioning across the adult life span.
- Utilize the nursing process in caring for persons experiencing endocrine dysfunction.
- Utilize teaching-learning theories in assisting persons with altered endocrine functioning to achieve optimal health.
- Apply critical thinking skills in utilizing endocrine research studies.
- Demonstrate professional accountability in providing holistic care to persons with endocrine in a variety of settings.
- Implement appropriate nursing interventions for persons with endocrine dysfunction.
- Examine the legal and ethical issues relating to care of patients with alterations in endocrine function.
- Discuss the major social, cultural, economic, psychological, spiritual and historical aspects of caring for persons with endocrine disorders.

- Analyze the individual's health status in regards to diagnostic findings, prescribed treatment effects and pathophysiological processes.
- Demonstrate knowledge of the pathophysiological processes associated with alterations in endocrine functioning.

#### Clinical Objectives:

- Demonstrate knowledge of the physiological principles involved in the management and restoration of endocrine functions.
- Correlate laboratory findings with clinical symptomatology and treatment modalities.
- Implement nursing interventions that lessen the effects of altered endocrine functioning.
- Recognize manifestations of impaired endocrine function.
- Apply the nursing process to the patient experiencing endocrine dysfunction.
- Demonstrate effective interpersonal communication in assisting individuals and their families to understand their plan of care.

### **Unit III: Concepts and Theories Related to Fluid Regulation, Acid-base Balance, Urinary Elimination, Renal Failure, and Burns**

#### Objectives:

- Recognize changes across the life span related to fluid regulation, acid-base balance and urinary elimination.
- Utilize the nursing process in caring for persons of all ages experiencing disorders associated with fluid regulation, acid-base balance and urinary elimination.
- Utilize teaching-learning theories in assisting persons to achieve optimal health.
- Apply critical thinking skills in analyzing fluid regulation, acid-base balance and urinary elimination research findings.
- Demonstrate professional accountability in providing holistic care to persons with fluid regulation and urinary elimination concerns in a variety of settings.
- Implement nursing interventions for clients with fluid regulation, acid-base balance and urinary elimination dysfunctions.
- Discuss the major social, cultural, economic, psychological, spiritual and historical aspects of caring for persons with fluid regulation, acid-base balance and urinary elimination dysfunction.
- Examine the legal and ethical issues relating to care of clients with fluid regulation, acid-base balance and urinary elimination dysfunctions.
- Examine the impact burns have on the regulation of fluid and electrolytes and acid-base balance.
- Analyze the individual's health status in regards to diagnostic findings, prescribed treatment effects and pathophysiological processes.
- Demonstrate knowledge of the pathophysiological processes associated with altered fluid regulation, acid-base imbalance and impaired urinary elimination.

#### Clinical Objectives:

- Demonstrate knowledge of the physiological principles involved in restoration of fluid regulation and urinary elimination.
- Implement nursing interventions that lessen the effects of altered fluid regulation and impaired urinary elimination.
- Correlate lab findings with clinical symptomatology and treatment modalities.
- Apply the nursing process to the patient with a fluid regulation or urinary elimination disorder.



- Demonstrate knowledge of the principles of dialysis and its effects on patients.
- Demonstrate effective interpersonal communication in assisting individuals and their families to understand their plan of care.

#### **Unit IV: Concepts and Theories Concerning Alterations in Digestion, Gastrointestinal Elimination & Disorders of Other Related Organs**

##### Objectives:

- Recognize changes in digestion and gastrointestinal function across the life span. Recognize changes in function of other related organs across the lifespan.
- Utilize the nursing process in caring for persons of all ages experiencing alterations in digestion/gastrointestinal function and in problems involving other related organs functions.
- Utilize teaching-learning theories in assisting persons to achieve optimal health in regards to the concepts of digestion/gastrointestinal function and regarding the function of other related organs.
- Demonstrate effective interpersonal communications in assisting individuals and their families to understand the concepts of digestion/gastrointestinal functions and those of other related organs.
- Apply critical thinking skills in analyzing digestion/gastrointestinal research findings and research findings of problems involving other related organs.
- Demonstrate professional accountability in providing holistic care to persons with digestive/gastrointestinal concerns, or with problems with other related organs, in a variety of settings.
- Implement appropriate nursing interventions for persons with alterations in digestive or gastrointestinal functioning. Implement appropriate nursing interventions for persons with alterations in functioning of other related organs.
- Examine the legal and ethical issues relating to care of clients with alterations in digestion and gastrointestinal disorders, or with problems of other related organs.
- Discuss the major social, cultural, economic, psychological, spiritual and historical aspects of caring for persons with digestive/gastrointestinal disorders or with problems involving other related organs.
- Analyze the individual's health status in regards to diagnostic findings, prescribed treatment effects and pathophysiological processes.

##### Clinical Objectives:

- Demonstrate knowledge of the principals involved in restoration of digestive and gastrointestinal functions, or with restoring the functions of other related organs.
- Utilize current treatment options available in the restoration of digestive/gastro-intestinal functions or in restoring functions of other related organs.
- Implement nursing interventions that lessen the effects of impaired digestive/gastro-intestinal functions and impaired functions of other related organs.
- Recognize manifestations of impaired digestive/gastrointestinal functions and impaired functions of other related organs.
- Apply the nursing process to the client experiencing digestive/gastrointestinal disorders and disorders of other related organs.
- Demonstrate effective interpersonal communication in assisting individuals and their families to understand their plan of care.